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How San Antonio Launched Its Junior High Schools

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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JOURNAL OF EDUCATION

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Editorials

The Science Teaching Problem

SCIENCE teaching is an unsolved, if not an unsolvable, problem. It is a condition and not a theory that concerns a teacher of any science.

A first-class daily paper is the only authority on any science. There have been no three consecutive days in the last three years when there has not been some vital revelation of fact in some science or practice in the application of some science.

The chemistry of phosphorus and its application in agriculture in 1930 is as totally unlike what was known thereof in 1928 as a knowledge of the gyroscopic compass is from the magnetic compass.

The bacterial study of soil relative to a crop is as great a revelation of the last three years as was the use of chemical fertilizers.

William T. Wynan, of a Providence, R.I., high school, is launching a campaign for bringing the teaching of electricity up to the minute. He has no trouble in telling how far textbooks and teachers are from knowing what to teach and how to teach it. He is heroic enough to attempt to solve the problem of teaching electrical science in the high school. It is as great an undertaking as we have known anyone to undertake in education recently. His effort should be followed closely, and with an ardent hope that he will solve the problem of teaching electrical science.

A woman who was a remarkably successful teacher twenty years ago recently tried to market a well written article, but without success. In the meantime her high-school student son learned something in vacation that had not been known in just that way before. He wrote about it, and received a check for $50 by return mail.

Being up-to-the-minute in any science is well worth while.

Dr. David Snedden of Teachers College gets a lot of attention for saying what he has been saying for many years. The trend of the times is catching up with him.

Character Education in Connecticut

THE Connecticut Conference of Character Education in Hartford, November 7, 8, and 9, will magnify the leadership of Connecticut in the creation of a plan by which the public schools in cities and in rural communities develop character promotion in children and youth, in school and out, reaching the entire community as it has been done in no other state, so far as we know.

There is an heroic and successful attempt to break away from the public school traditional notion of measuring attainments in education by those who were born efficient.

For illustration, spelling was measured by finding out who could not spell, and crediting the school with the number who could spell without school help. The school never tried to teach anyone to spell who was not born with a spelling sense.

There were children in practically every school who could spell better than the teacher, who always had an eye on the book to see if a word was correctly spelled.

If the spelling was tested by writing words the teacher had the children exchange papers, the teacher spelled the words as they were spelled in the book and the pupils marked the incorrect spelling of their mates.

I never knew but one teacher to take any risk in a spelling match, the teacher pronounced the words and watched the list to see if they were correctly spelled.

In the same way the teacher took credit for the good boys and girls, and blamed the family for bad boys and girls.

The present character education program in Connecticut intensifies school service in proportion to its need. To use an important phrase of the day, it stabilizes the credit of every child of every family of every community and saves behavioristic bankruptcy of any one.

The Connecticut State Board of Education, the faculty of the School of Education of Yale University and progressive public school men and women of the state have created a Bureau of Character Education in charge of Mrs. Ruth White Colton, formerly of the National Child Welfare Association of New York City, a woman with a scientific turn of mind, a master of detail, with dynamic inspiration. The conference on character education in Hartford will unify and universalize the Connecticut state system of promoting character education under state direction.

G. M. Maxwell, a Bostonian, gives Syracuse University half-a-million dollars, and George C. Smith, another Bostonian, gives Bates College $150,000.

Famous Normal School

STATE TEACHERS COLLEGE, Normal, Illinois, H. A. Brown, president, is one of the highly historic State Teachers' Colleges of the country, and Dr. Brown, formerly of Oshkosh, Wisconsin, and before that of New Hampshire, starts his administration at Normal under especially favorable circumstances.

A David Felmley Science Building has been dedicated as a memorial to the late president, and a gymnasium has been dedicated in honor of Henry McCormick.

President Brown demonstrated rare administrative ability and heroic professional leadership in Wisconsin, and he will maintain the high standard which the State Normal University has magnified from the first.

Roslyn Good Citizenship

JAMES B. WELLES, superintendent of Roslyn Heights, New York, has one of the best workable systems of education for good citizenship that we have seen. It makes character a desirable feature of good citizenship, and good citizenship a vital factor in character education.

There are searching questions on each of the following: Co-operation, Responsibility, Consideration of Others, Dependability, Work Habits, Health Habits, Personal Habits.

Here are samples of the 126 questions that every pupil must ask himself, and in order to be elected as a good citizen a pupil must honestly answer each of the 126 questions satisfactorily:—

Do I refrain from quarreling?
Do I refrain from complaining of others?
Do I take responsibility for the success of class or group undertakings?
Do I do the right thing on my own responsibility, and not because I am told what to do?
Do I find work to do when I have finished one piece of work?
Do I make helpful suggestions in group discussions?
Do I pay attention when others are talking?
Do I refrain from playful acts which may do bodily harm to others?
Do I foresee my own needs and provide for them without borrowing?
Do I practice economy in the use of material?
Do I look at the person who speaks to me?
Do I respond courteously and without a shrug of the shoulders?
Do I play fair in games?
Do I fulfill my promises?

Z. X. Snyder—Scientific Professionalist

By ALBERT E. WINSHIP

Address October 10, 1930, Fortieth Birthday of Colorado State Teachers College

THE Colorado State Teachers College has had a professional reputation unsurpassed by any state school of education in the last forty years.

It is the only professional school of education that attained national fame at its birth.

Dr. Z. X. Snyder was America's master of scientific professional education.

From 1875 to 1885 Francis W. Parker and G. Stanley Hall popularized professional education, and summer schools were universally utilized to propagate specialized professionalism.

In 1887 disciples of Colonel Parker had a highly successful summer school at Altoona, Pa., and Dr. Snyder, then superintendent at Greenville, Pa., burst into fame. He had something entirely new—a scientific professional education which was more scholarly than the professionalism of Parker or Hall, and it was purely American.

Colonel Parker's "Learn to do by doing" was brought back from Germany in 1872, and was popularized at Quincy, Mass.

Dr. G. Stanley Hall soon after brought back from Germany Laboratory Psychology.

Dr. Snyder's scientific professionalism magnified nature and human nature scientifically, and his schools in Greenville, Pa., were fascinating.

Dr. Snyder had an irresistible charm on the platform, and he was high man in progressive education in Pennsylvania.

Reading, Pa., had attracted wide attention by the superintendency of Thomas M. Balliet, who had brought Francis W. Parker's education to the state, and Dr. Snyder was selected as his successor.

Pennsylvania was ripe for something scholastic, professionally. From the establishment of the Normal School at Millersville by Professor Wickersham, the academic element in professionalism had been magnified. Indeed, it had created a professionalism quite distinct from that of Bridgewater, Mass., and Oswego, N.Y., which accounted in no small degree for the welcome given scholastic science by Dr. Snyder.

Magically, the superintendent of Greenville, through the superintendency at Reading, became the principal of the Indiana, Pennsylvania, State Normal School, and he was recognized far and near as the creator of something American, scholastic and scientific in education.

He was early appointed state superintendent by the universal approval of the school people of the state. But there was a technical error in the way in which the Governor had made the appointment, and the Supreme Court had decided that Dr. Snyder could not accept the position, and also that the error was such that it made any subsequent appointment of Dr. Snyder by the Governor illegal.

Within an hour after Dr. Snyder received a telegram announcing the decision of the Supreme Court, he received another telegram inviting him with his wife to come to Greeley and decide whether or not he would accept the principalship of the new Normal School. It is needless to say that they came, the appointment followed and was accepted, and from the first the Colorado State Normal School was one of the first institutions of teacher training to magnify a strictly scientific attitude on education. It was at once one of the three state teacher-training institutions to be placed on collegiate rank among American colleges.

The Kneeling Camel

The camel at the close of day
  Kneels down upon the sandy plain,
To have his burden lifted off
  And rest to gain.

My soul, thou should'st to thy knees
  When daylight draweth to a close,
And let thy Master lift thy load
  And grant repose.

Else how could'st thou tomorrow meet,
  With all tomorrow's work to do,
If thou thy burden all the night
  Dost carry through?

The camel kneels at break of day
  To have his guide replace his load,
Then rises up anew to take
  The desert road.

So thou should'st kneel at morning's dawn,
  That God may give thee daily care,
Assured that He no load too great
  Will make thee bear.

—Royal Arcanum.

Belding's Page

Faculties Not Fatherly

THE word "paternalistic" is applied by college undergraduates to faculty rules which interfere with what are regarded as student rights.

It is, indeed, a nice point for colleges to determine how far they may properly go in restricting the movements of their students.

In actual practice the faculty usually permits wide latitude, rather than be bothered too much with matters of unwelcome discipline.

How much liberty should students have about being out nights, about leaving the environs of the campus without notifying the office, and about a score of other matters in which the student ought to exercise judgment but often does not?

How far should the editors of a student publication be allowed to go in uncensored self-expression?

Should anything be done to assist the formation of personal habits that are above criticism—as in table manners and social etiquette generally? Some of the students are exceedingly crude, and college may make them more so. Even the student who has been well reared in these respects is likely to acquire unattractive habits in the customary laxity of collegiate boarding houses and assembling places of all kinds.

Many of these things are beyond the reach of faculties as at present organized and related to the schools. But signs are on the horizon, of colleges deliberately trying to enlist their undergraduates in the improvement of personality. There is wide room for development of this phase of education in most colleges—and, indeed, in some preparatory schools, including several rather large and famous ones.

Radio and Education

THE conference on radio and education, held in Chicago under the chairmanship of Commissioner Cooper, came through with a definite request that Congress apportion fifteen per cent. of all broadcasting channels in the United States "permanently and exclusively" to the use of educational institutions and government educational agencies.

The possibilities of radio as an adjunct of education have been easily recognized. Yet the actual realization and application of these possibilities has not yet taken place to a degree satisfactory to the teaching profession.

Broadcasting exists upon the basis of its popularity. Generally speaking it is unsupported by endowments. Its product has to be sold. The public pays for it indirectly by patronizing the makers of radio apparatus and those who advertise over the air. But unless the public enjoys and listens to the radio programs, the financial bottom falls out. Hence the primary thought in broadcasting is that of entertainment.

Allocation of a definite portion of all radio time to education would not of itself assure the success of educational programs. The educational messages will have to be exceedingly clear and intensely interesting to obtain an audience. Educators are learning this, and are acquiring an improved technique in utilization of radio.

In view of the immense potential benefits to the public in the development of educational broadcasts, fifteen per cent. is none too large a share of available air channels to be assigned to instructional purposes.

If Congress grants the request, as it may well do, education will be confronted with an important opportunity and a correspondingly important responsibility.

Creative Art Work

ART work in the Baltimore public schools has achieved an enviable distinction, which is now increased by the exhibition of the art work of Baltimore pupils in such cities as Springfield, Philadelphia, Detroit, Buffalo, Minneapolis, New York, Los Angeles, and Cleveland.

Taste, originality and the expression of different psychological levels have determined the selection of the specimens for this remarkable display, which was assembled by the Division of Art of the Baltimore Department of Education.

Art instruction misses fire badly when it fails to provide outlets for the creative impulses of the individual child. Art work in the schools is departing a long way from the older, more stereotyped models and methods. Baltimore's traveling exhibit is proof that the schools of that city are contributing substantially to the development of art instruction along progressive lines—a development which is demonstrating more clearly than ever before the value of art as an element in the training of the child.

Anson W. Belding

Associate Editor.

How San Antonio Got Ready

By J. L. HENDERSON

Professor of Secondary Education, University of Texas

The thoroughness with which the city of San Antonio prepared for the inauguration of its Junior High School Program, is reflected in the following account written by the specialist who directed the set-up.

Introductory Statement.

IN 1922 the citizens of San Antonio voted a bond issue of two millions of dollars for school buildings for the purpose of relieving the over-crowded conditions of her public schools. At that time Dr. Jeremiah Rhodes was superintendent of the San Antonio public schools.

Dr. Rhodes before going to San Antonio had had a broad experience in public school work, having served for a number of years as superintendent of schools in Pasadena, California, where he had come in vital contact with the junior school movement. Clothed with the responsibilities of a building program and impressed with an opportunity for reorganizing the entire school system in accordance with modern trends in education, Dr. Rhodes seized upon the junior high school as a means for accomplishing higher educational ends in San Antonio.

Problems To Be Solved.

The school board, guided by the superintendent, decided not to make a half-way job of the reorganization, as has often been the case, by merely using the name "junior high school" without changing objectives, programs of study or procedures in teaching, but determined to undertake a reorganization in accordance with the best practices in the country. To accomplish this purpose it soon became evident that it would be necessary to meet and solve many difficult problems. It was realized that patrons and teachers must be enlisted to work sympathetically for the new plan; that school buildings must be constructed in accordance with the spirit and needs of the new school; that a new program of studies must be organized; that a corps of teachers must be trained in methods suited to the new organization; that subject materials richer and more varied than were to be found in the free state textbooks must be provided; and that more democratic systems of pupil control must be developed.

Certain very serious impediments soon appeared in the way of reorganization. In Texas an eleven-year school system hedged about by definite legal requirements prevails. How should the eleven years be distributed among the three divisions of the proposed system? The free, state-adopted textbooks seemed to present an impassable barrier to securing an adequate supply of desirable subject materials for the work. The state had never provided textbooks especially suited to junior school needs. Higher educational institutions had made no provisions for accrediting work done in junior high schools. Senior high schools were not ready to accept, sympathetically, pupils trained in accordance with junior high school methods. Furthermore, the half-hearted way in which many so-called junior high schools had been carried on had created in the public mind more or less prejudice against the new type of organization.

Establishment of a Training Course for Teachers and Administrative Officers.

Those who were responsible for the reorganization of the schools in San Antonio believed that much of the failure of the junior high schools to command respect and render proper service was due to a lack of properly prepared teachers and supervisory officers; so, it was decided that one full year should be spent in teacher preparation for the new work. As a result of this decision a course of study was provided by the school board for all teachers and principals who might desire to assist in any way in the new undertaking. In order to allow absolute freedom in the movement the superintendent called a meeting of all principals and teachers, explained the proposals with regard to reorganization, and announced that no teacher or principal would be required to take the course, but that the principals and teachers for the new schools would be chosen from those who had made themselves worthy of appointment through participation in study and the preliminary steps of the proposed organization.

Of the thirty elementary principals in the city, twenty attended the course regularly and took active part in the work. More than three hundred teachers enrolled and attended with unusual regularity. The lectures and readings were so outlined that those who chose to pass quizzes and examinations might receive degree credits in the University of Texas. Some seventy principals and teachers passed the examinations and received college credit for the work. The regular time for

lectures and group meetings was from four to six o'clock on Mondays. During these hours the offices of the superintendent and the assistant superintendent were closed.

Divisions and Work of the Course.

The work of the year was divided into four parts. For the first three months the time was spent in hearing lectures, in group meetings and in becoming acquainted with the literature bearing on the objectives and the organization of the junior high school. Early in the year special committees and groups were formed to make investigations needed in the solution of such problems as the location of buildings, the ages of children to be included in the new division of the system, the numbers of people engaged in different occupations—information to be used later in setting up the program of studies, etc.

The first step in setting up the course was the establishment of a library, with a special librarian, to handle the books to be used. The school board provided a liberal fund for the purchase of books. While several copies of different books were provided, it soon developed that teachers were spending their own money rather freely for books found to be of greatest value.

Mimeographed outlines were distributed each week for the guidance of study and research. Teachers were permitted to choose the committees or groups with which they desired to work, and, as a rule, remained with the group chosen throughout the year. All met together for one hour each week for lectures, demonstrations and general committee reports.

The second period of three months was spent in a study of available subject materials to be used in making a program of studies. Letters were sent to 136 publishing companies telling them of the proposed reorganization, and requesting them to submit any textbooks or materials in any form that they might desire to have considered for use in the new schools. As a result of this letter much valuable information was received. This material was catalogued and then submitted to the several committees assuming responsibility for the different subjects. Sub-committees were formed and reports were made to the committees of the whole on each book or piece of material examined. Catalogues of publishing companies were checked in order to locate any desirable books not submitted. To the lists of books submitted by the companies, others were added by purchase with funds provided by the school board. Teachers were encouraged to try out new materials and methods with their classes and report results. It was not long before teachers were willing to bring their classes and give demonstrations before the entire body of teachers. Indeed, before the end of the year it was not possible to use all of the demonstrations offered because of lack of time. Thus the work of the second term was carried on by means of lectures, analyses of materials, reports, discussions and demonstrations.

The third term of three months was given up to the organization of a tentative program of study, to the selection and ordering of equipment for the buildings, and to the development of plans for putting the new schools into operation. About the middle of the year principals were selected for the new schools and for the remainder of the year many meetings were held for the discussion of administrative problems.

In setting up the program of studies a serious difficulty was encountered. While it was found that a fair amount of good subject matter was available, the legal requirement that the free state-adopted textbooks should be used threatened to limit the fullest possible returns from the new organization. To meet this difficulty the school board provided a fairly liberal sum of money for the purchase of supplementary subject materials. These materials with the state-adopted books were placed in study halls under the care of efficient librarians who might be more properly described as directors of study.

The New Principals.

As previously stated, the principals for the new schools were selected about the middle of the scholastic year. The men and women chosen were either elementary school principals or outstanding teachers in the San Antonio schools who were taking an active part in the study course. As soon as the schools closed for the summer vacation, the new principals went to different parts of the United States where junior high schools had been in successful operation for some years. In some cases these principals attached themselves to higher institutions for summer courses in order that they might better understand the view-points held with regard to junior schools in the states visited. Junior schools of national reputation were visited and school officers were interviewed with regard to local practices. Thus the principals were able to carry back to San Antonio a vast amount of helpful information not found in books.

The Selection of Teachers.

Following the close of the course of formal instruction the superintendent and school board took up the task of selecting a corps of teachers. In accordance with the announcement made by the superintendent when the course was organized, the teachers were selected from those who had actively participated in the study and preliminary steps of reorganization. While the new corps was taken largely from the San Antonio schools, a fair number of bright, experienced students doing work on the junior high school in higher in-

stitutions was elected to positions in the new schools.

The Selection of a Director and Supervisors.

In addition to the principals and teachers, the school board, at the suggestion of the superintendent of schools, selected a director of junior schools, and four general supervisors. The four supervisors were assigned to the fields of English, mathematics, social studies, and physical education respectively. The director at once became the co-ordinating officer for the eight junior high schools. Daily meetings were held with the supervisors who worked with the principals of the several schools. Supervisors of music, modern languages, home economics, and industrial work were also added to the corps.

With a corps of principals and supervisors already saturated with the ideas and purposes of the new schools, the director and supervisors were able to go forward with the practical organization of the work. The board was fortunate in the selection of those who were to guide the practical inauguration of the new schools. The entire work was carried forward with great zest and effectiveness. Indeed, so thorough had been the preparation and so successful was the work for the first two years that a high degree of efficiency has been continued in the junior schools of San Antonio in spite of many changes in the school board and in the corps of supervisors, officers, and teachers.

It has not been the purpose of this article to give any analysis of the work being done in the San Antonio junior schools today; for such an analysis, however, the writer is glad to cite a sixteen-page article in the June number of The School Review, for the current year, written by the editor, Dr. R. L. Lyman, who states in the last paragraph: "Certainly, clear-sighted leaders and well-trained teachers have caught the spirit of the junior high school movement and are causing it to be realized in a full measure in San Antonio."

Music Teaching by a Non-Musician

By FLORENCE NETTLESHIP BOWMAN

Newark, New Jersey

A teacher tells how she has overcome her dread of the music period and has made a virtue of necessity. Other teachers who regard music as a bugbear may find Miss Bowman's ideas helpful.

IF "AN HONEST confession be good for the soul," many teachers would probably admit that no period in the school program filled them with the dread inspired by the music hour. Especially is that true of those of our sisterhood who do not sing well themselves. Since I possess the musical ability which is probably that of the average teacher who has not gone in for music as a sideline or who does not sing in a choir, these suggestions may be of some benefit for other teachers situated like myself. I will also add that during the winter months I very frequently go hoarse and cannot sing any high notes at all. With this equipment we have music twice a week, and while I have never taken my class before any large audiences, I do check up constantly that they are up to grade and making a reasonable amount of progress. One more difficulty we face in the fourth grade, too, is that before this grade much of the work is of rote song nature, and while we ourselves have some rote work, the larger part of it is actual reading and must be based on technique.

In each class, while we find several good singers, there always appears to be a number of children who could and would sing quite well, except for the fact which seems insignificant to an adult (perhaps) but very vital to a child—they fear the ridicule of their classmates. If you as a teacher do not believe this to be true, recall your own school days. I vividly remember how I sang along with the noisome throng and brought no teacher's censure upon my individual head; and let a supervisor arrive, or a visitor, and every sound I piped forth came out as a quavering and tremulous squeak. Nervousness has more to do with wrecking music periods than all other evils together, I believe. To offset this situation I usually tell the class at the beginning of the term that I am not looking for fine voices or lovely tones, but those who read well, just as in a reading lesson. To this statement

I generally add the fact that if anyone finds the singing of another child funny enough to laugh at, I will immediately expect a solo sung in the front of the room by the person with the delightful sense of humor. It is remarkable the repression this provides, even in tense moments.

We usually open the lesson, which is thirty minutes, twice a week, with a brief drill of the necessary technique. The outline followed in this is arranged by our music supervisor, Miss Blanche E. Lowrie, and therefore I deserve no credit for that part of the work. It includes drill on key signature and time work, vocalizing, and board work with difficult intervals which I have located in the song we expect to try as new work that day. This is participated in both by individual pupils and the entire class, and individual choosing I will discuss later. I will say here, however, that the attitude of our supervisor is always helpful and constructive rather than negative; and the children are never alarmed in her presence as is sometimes the case where sharp comments are made. Praise and music, to quote the Psalmist, seem somehow to belong together, and I believe we as teachers have acquired the attitude of looking for the best rather than suppressing the honest efforts of children who are sincerely trying.

If the opening drill succeeds with reasonable speed, we turn to the reading of a new song. If one song is learned quickly and successfully in less than the usual time, we have the latter part of the lesson devoted to "pleasure" singing, or a review of the songs we already know, selected by some one in the class who has helped well and paid the best of attention. In this way the new songs day by day become "old favorites"; we do not forget them, an occasional rough spot is brushed up if I see it is not well remembered, and the children have a great deal to do with running the lesson.

We have leaders. Not only are those with the best voices leaders, but there are always others, who can beat time perfectly, who can phrase the words to fit the notes at the first "try-out" exceptionally well, who can explain the "arithmetic" game at the beginning of the lesson (that is, in the drill work), and other important places. The children know better than we give them credit for if they do not sing as well as a neighbor; and it gives a wonderful opportunity for participation and self-satisfaction to a child who cannot produce the sweetest tones in the class, to know the teacher and his classmates can depend on him for correct time, the pronunciation of a difficult word, or some other responsibility. The more "jobs" we have all around, the less so-called "discipline" problem arises. We generally are too busy all of us to think much about disorder.

If you look through the catalogue of any school supply house, or religious publication firm, you will find, as I have, various styles of buttons, small pennants, and other markers which cost a cent apiece or some such trifling amount. Buttons can be bought in gay colors, bearing the word "leader" or similar honor, and this year the children were greatly pleased with buttons having the epithet, "Zeppelin," the idea being they were "at the top." If you as a teacher consider these mechanical aids folly, or too much like normal school methods, try a term with them and then without, especially in a low grade, or with foreign children, and then check your relative results. Children react to glory and honor just as we adults do.

Children like a "choir" also. Sometimes we will hit a song that seems to drag. Perhaps the melody is not particularly appealing, or the technical side is actually more difficult than most. I will select several that I think can make a "go" of it, and let them take their books to the front of the room and sing. Sometimes we try two or three groups before we accomplish real results, then the class is given two minutes to decide what they liked about the singing of each "choir." Occasionally I let them choose who they would like to have in the choir, and sometimes we choose boys against girls, especially if I find a piece where the words are suited to that antiphonal style. We have one song about the various winds that we always sing that way, the girls being the gentle breezes, and the boys the harsher gales.

Another point I have discovered is that children are remarkably sensitive—even slow ones—to musical thought. In all our song books I find words splendidly adapted to melody and time. I suppose the song writers spend much time on that important part of the work, and yet, I believe, we too often fail to stress it. Nothing makes our work easier when it comes to discipline. If we have a dreamy waltz lullaby, "To put the baby to sleep, and not to wake her up," or a stirring martial air which must sound "Just like soldiers coming from the distance, and then marching off again," or a weird minor, "We will make spooky, like Hallowe'en," you will find them too interested in being among the best to put this across to bother much with disorder.

If it is possible in any way, precede your music lesson with one or two minutes of quiet. It is better if it does not follow too strenuous a period for either you or the class, and if you as a teacher can relax yourself just a minute at the start, the lesson will have more snap. For many of us, music will never be the easiest period in the day, but I have found the above ideas, picked up at different times, have gradually made our periods less tiring for me and apparently more enjoyable for the children. For that reason alone I pass them on.

Chizzle Wizzle

By EVERETT V. PERKINS

Principal, Cony High School, Augusta, Maine

A variety of extra-curricular activities and an abundance of school spirit are provided in Cony High School by a yearly event having an odd name and happy traditions.

"WHEN does Chizzle Wizzle come this year?"

As soon as Cony High School opens in the fall, pupils begin to talk about Chizzle Wizzle. To attend Chizzle Wizzle, to have some part in Chizzle Wizzle, to help make Chizzle Wizzle bigger and better every year is one of the highest ambitions of every Cony student.

The interest is by no means confined to the school. Alumni and people generally are all eager to find out as soon as possible about Chizzle Wizzle.

What *is* Chizzle Wizzle? Those who do not know the answer to this question do not live near Augusta, Maine.

Chizzle Wizzle is Cony's Annual School Fair. It gets its name from words in the Cony yell.

Chizzle Wizzle has a history. It has been held every year for the past thirty-nine years. The parents and grandparents, the uncles and aunts, of pupils now in Cony started the enterprise during their school days and have watched it grow for almost four decades.

Chizzle Wizzle has traditions. One of them is that the affair must be run wholly by the pupils themselves, without faculty interference.

When the project was started in 1891, it did not have the endorsement of the school officials. So the boys hired a hall, did all the work outside of school hours, and had their performance independent of school auspices. The proceeds of $100, however, were turned over to the principal to use for athletic activities, which were much in need of money at that time.

Several of the boys who had a part in starting Chizzle Wizzle are now men known and honored throughout the nation for their high achievement; there is no doubt but that their experience in inaugurating this remarkable school enterprise was an important factor in their development.

The attitude of the Cony faculty towards Chizzle Wizzle is one of helpfulness but never of dictation. The success of the venture each year depends upon the students. They realize this and meet the responsibility in a way that is little less than marvelous.

Of course the alumni are always ready to help the pupils carry out their plans. One of these, Charles P. Kinsman, has assisted in coaching the end-men for at least twenty-five years.

Chizzle Wizzle is held in February during our week of mid-winter vacation. It runs for three nights, each of the first two being devoted to a minstrel show and vaudeville acts, the third to a senior play and dance.

Come with me to the first night's performance. Long before the time set for beginning, the people commence to congregate—students by the hundreds, alumni, parents, everybody who can get there, from far and near. The hall is soon filled to the doors; everyone is jubilant. The pupils in charge of the class-booths are shouting out their wares. The big auditorium is resplendent with the many lights of various colors and the other decorations. Old friends greet each other.

And now the ushers are hurrying the people to their seats. Everyone is expectant. The curtain rises, the show is on. "What a wonderful stage setting!" "What a magnificent chorus!" "The boys and girls have outdone themselves this year." Exclamations like these are heard on every hand. And then the end-men appear, with their gay costumes and fancy steps—the audience becomes wild.

One thinks of the work that has been done before the event could take place. The election and organization of committees, the selection of those who are to take part in the stage performances, the choice of songs and jokes, the assignment of parts for the play, the training of those who are to participate, the advertising, the sale of tickets, the planning of the class booth, the decoration of the hall, the arrangement of the stage, the preparation of the costumes, the getting up of the printed program—these are some of the things that have to be done to get ready for Chizzle Wizzle. The undertaking is stupendous; it could not be carried on without the enthusiastic cooperation of many people.

What are the benefits? Is so much effort worth while?

It is natural to think first of the money received. Last year the students took in $3,791.60, incurring expenses of $1,365.71. The net profit was $2,425.89, a large sum of money for a school of 650 students to make through one enterprise. This money helps

Cony maintain an unusual extent and variety of activities, including not only the common athletic sports but extra-curricular affairs of many other kinds—forensic, literary, social, musical, recreational.

The chief benefit, however, is not financial. Chizzle Wizzle develops the talents of the students. It draws out every kind of ability. Whether the pupil be acrobatic, or artistic, or dramatic, or just practical and businesslike, there is a place for him in Chizzle Wizzle. Everybody can at least sell tickets. Pupils find out for themselves, and show others, what they can do. They acquire confidence and gain an ambition to amount to something in life.

Chizzle Wizzle has had much to do in developing the fine school spirit for which Cony is noted. When students all unite in a common purpose and do something worthwhile for their school, the inevitable effect is to endear that school to them.

It will be asked if students do not fall off in their studies during the period of the school Fair. Of course some of them do, but every effort is made to minimize the scholastic loss. Preparation for the Fair extends over a period of about ten weeks, and the event comes at a favorable time—soon after mid-year examinations. An ambitious pupil can soon make up after the Fair any work that has been lost. There is no other money raising enterprise at Cony during the school year, all efforts being concentrated in Chizzle Wizzle.

Personally, I am greatly interested in Cony's Fair. It has my best wishes and my heartiest support. I believe that it has been, and will continue to be, an important factor in the life of the school.

Names of Indian Tribes

By JACQUES W. REDWAY

Mount Vernon, N. Y.

A READER of the Journal of Education asks the names of the Indian tribes with whom the early colonists came in contact. It would be impossible to name anything like a complete list of these tribes, for the reason that none was ever made. The Indians of the eastern United States north of Virginia belonged to two great families, the Algonquin and the Iroquois. South of Virginia the Iroquois, Sioux, and Musgogees families were chiefly represented. In the north, Iroquoian tribes held central New York and eastern Pennsylvania; the Algonquins, the coast region. Of the former the Bureau of Ethnology notes the names of thirteen tribes; of the latter, thirty-six tribes.

Of the first-named family, the Oneidas, Senecas, Cayugas, Mohawks, and Onandagas were in central New York. The Tuscaroras and Cherokees were in the southern Appalachian region—the Carolinas and Georgia. The names, for the greater part, are not Iroquoian; they are the names by which the Algonquins called them, and these names in various forms have crept into the language of American history. Thus we find "Ieraqua," "Iroquoi," and "Chcrokee"; "Cayuga" and "Keuka," "Canandaigua" and "Onandaga." These tribes called themselves "Caniengas," or people of the flint.

The thirty-six tribes of the Algonquins covered a very wide range—in Southern Canada from the Atlantic Coast to the Rocky Mountains, over the basin of the Great Lakes, and nearly all the central and upper Mississippi Valley and the Atlantic Coast region as far south as North Carolina. In New England they were represented by the Pequots, Nipmucks, Mohegans, and Wampanoags; in New York by the Delawares and a number of sub-tribes. Among the Algonquins a variety of forms may represent the same name—"Mohegan," "Mohickan," and "Mohawk"; "Taconic," "Tunkhannock," and "Taghanic," "Chippewa" and "Ojibway"; and in the Mississippi Valley "Chicago" occurs in half-a-dozen different forms. The Mohawks were Iroquois; the Mohegans were Algonquins.

The Iroquois tribes of central New York controlled an area which included the junction of the most important traffic trails of the continent—westward to the Mississipi Valley; southward to the Ohio river, and southward also along the Hudson River Valley; eastward to Massachusetts Bay; and northward into Canada. It required organization, statesmanship, and great military skill to hold and defend such an important position, and these tribes, great because of their environment—and made great by it—became the great organized Indian power of eastern North America.

Duty

By ROBERT BROWNING

The sweetest lives are those to duty wed,
Whose deeds, both great and small,
Are close knit strands of an unbroken thread,
Whose love ennobles all.
The world may sound no trumpet, ring no bells;
The book of life, the shining record tells.
Thy love shall chant its own beatitudes,
After its own life-working. A child's kiss
Set on thy singing lips shall make thee glad;
A poor man served by thee shall make thee rich;
A sick man helped by thee shall make thee strong;
Thou shalt be served thyself by every sense
Of service which thou renderest.

When Report Cards Come Home

By ARTHUR DEAN

The report card as used in the average school does not tell very much of a story. It may inform the parent that his child is doing well, for example, in arithmetic, poorly in spelling, fair in geography, excellent in reading, and absolutely nothing in psychology.

To make the report card mean more to the parent many schools are adding marks which tell something of a child's responsibility, courtesy, thrift, co-operation, industry and obedience.

Even with these additions the card is a Greek puzzle. Father counts up the E's, G's, F's or A's, B's, C's or adds the percentages and gets the average. He may say: "Last month you had three E's, two G's, and one F. This time it's four E's, so here is a dollar."

When he sees that his child is responsible, courteous, thrifty, co-operative, industrious and obedient he swells with pride.

If the child has no "Initiative" father says: "You get some next month or I'll know why."

Who knows what it is and how to get it?

How would it do to talk over the question of INITIATIVE with the boy. Let the boy ask himself:—

"Do I always wait to be told what to do?

"Do I try to correct my own mistakes or let somebody else tell me what they are?

"Do I think out my own lessons without help?

"Do I see what needs to be done and then just do it?

"Or, do I ask somebody else how it should be done?

"Do I copy from somebody else? Or do I let my lessons go, hoping teacher will not call upon me?"

The report card is something to take seriously. It is the only record a parent has of what the school thinks of his child. Its opinion may be overstated or understated. The child may be worse than the card indicates — or better.

I can see my father put on his specs, examine my card and ask me what marks neighbor Jimmie or Susie had. He questioned me why I did not get a higher mark in this or that subject and how it happened that I obtained a good mark in a particular subject.

Once he refused to sign the card. I returned it to school unsigned. I was sent home to get his signature. He refused to give his "approval" to any such marks. I never did get that card signed.

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

383. How far down in the grades should "home work" go? (Kansas.)

The regular home work is giving way to supervised study in longer school days in the junior high schools, and even in senior high schools in some places.

Home work in the elementary schools is far out of fashion. Our teaching has improved to the point that the teacher can help the child to acquire in the classroom all he can assimilate in one day. When he goes home he needs to play outdoors, eat his supper, and if an hour before bedtime is left it should be used in family companionship. Sending work home day after day by a fifth or sixth grade pupil is justly resented by both pupils and parents. Parents often say they are asked to do the work for which teachers are paid, and one can easily understand how they feel. But some worthy teacher of the old school will say: "But my children are running the streets, and they are better off doing home work." That doesn't follow. Doing forty long-division examples maybe? I doubt it.

Then their evening hours may be our interest, but are not our responsibility. Our business is their daytime hours. We shall make a great mistake as educators to take over everything the home neglects. Such action will never stimulate the home to responsibility or prideful performance of its duty. Care for the child in the evening is a home responsibility, and not a public school duty. There is another serious result from early undirected home work. The pupil, not knowing how to do it, dawdles over his work, wastes time, gets discouraged, and so on. A whole host of bad study habits often grow out of this situation.

If it is necessary to have home work in a junior high school it should follow carefully supervised study so the pupil knows just how to go at it. It should be carefully directed and checked, and the time definitely limited to a minimum.

384. Has the county convention passed its usefulness? (Mass.)

Yes, for most places the county institute has ceased to function, and should be buried. They met a great need in times past before professional literature was developed, before normal schools turned out twice as many trained teachers as needed, and college and extension courses were to be had on all sides by word of mouth or by mail.

Many of the programs in our present county institutes are most trivial and wasteful. Silly stories and self-advertisement are often the main issues of speakers. People not familiar with modern education, its science, purposes, and methods, get on such platforms and do the schools great harm by appealing to the prejudices of lazy or short-sighted teachers. Their prominence often gives credit to their statements when in reality they know little of what they speak. Many a teacher would be far better off visiting school, and there are many ways in which the money spent in county conventions would bring professional improvement. But couldn't the county convention be made to meet the needs of today? That is another question, and one which those in charge of such meetings have so far answered rather feebly. The county convention in most places today leaves much to be desired, which, perhaps, means its day has passed.

385. Are superintendents ultra-conservative in regard to women teachers smoking? (Illinois.)

Yes, they have to be. Their training, their background, the type of man usually choosing the work all make for conservatism. This gives them a natural conservative start in viewing the matter. Then the superintendent realizes that pupils regard teachers as models and follow their example, and no one argues that pupils in the public schools should smoke, even high school pupils.

Secondly, he realizes, a fact which tactfully he doesn't keep mentioning, that many parents expect the teacher to maintain for their children standards which they are too lazy or selfish to maintain for themselves. This has always been and always will be true. Women's smoking, especially in public, has not yet been accepted as the acme of refinement by a great many of our people. They fail to see it in keeping with an idealistic leader such as they want the teacher of their children to be. The superintendent knows all this, and whatever his private opinion in the matter may be, the needs and wishes of his people must enter into his decisions. That is what I mean by saying that he has to be a little ultra-conservative in this matter of women teachers smoking, especially in the smaller places. The welfare of his school system is often tied up with it.

They Say

LORD GREY:—

"Motor cars are supposed to save time, but it seems to me that people are more hurried than they used to be."

E. F. BROWN, director of the New York Noise Abatement Commission:—

"Under maximum traffic conditions a lion's roar would have difficulty making itself heard in the streets of New York."

MAYOR WALKER:—

"I want nothing save to leave the city a little better than I found it. That's all I want to live on the rest of my life."

L. R. ALDERMAN, United States Office of Education:—

"Education of our adults is needed now as never before, for in this machine, mass-production age the life of the worker must be enriched or, in many cases, his spirit will die. We probably can hold the place we now have by schooling children only, but to make real progress we must educate adults."

RUTH HANNA McCORMICK:—

"Women want a speaker to get up and say it and get it over with—no funny stories, no bunk."

NICHOLAS MURRAY BUTLER:—

"It takes time, much time, to catch up with an idea."

BENITO MUSSOLINI:—

"Man must project himself at least twenty-five years into the future. No generation can live to itself alone."

CLYDE D. MOORE: —

"One of the most difficult things for a man to understand, and in fact he can't, is why a woman takes such an unholy pleasure in house-cleaning."

LEWIS H. CARRIS, managing director of the National Society for the Prevention of Blindness:—

"It is the duty of the government, the medical profession, educators and parents to do everything in their power to guard the eyesight of children. By far the most important of the five senses in mind development is that of sight."

J. W. CRABTREE, secretary, National Education Association:—

"Professional spirit is an attitude of mind which places social well-being ahead of personal profit."

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—WILLIS A. SUTTON,
Superintendent of the Atlanta Schools, and President of the National Education Association.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Lindbergh's Chart of Life

Would you be interested in knowing how Charles Lindbergh prepared himself for his life's work? I give you his Chart of Life below. The directions for its use are in his own words:—

"I came to the conclusion that if I knew the difference between the right way to do a thing and the wrong way to do it, it was up to me to train myself to do the right thing at all times.

"So I drew up a list of character factors at the left margin of a sheet of paper, and then I numbered the top of the sheet from one to thirty-one, ruling the sheet both up and down and sideways.

"One vertical column under a certain number would be my daily chart for that particular day of the month. At night I would read off my list of character factors, and those which I had fulfilled satisfactorily during the day I would mark with a red cross; those I had not been called upon to demonstrate that day would get no mark. But those character factors which I had actually violated during the day I would mark with a black cross."

Lindbergh's Character Factors.

Altruism.
Ambition.
Brevity in speech.
Concentration.
Calmness in temper.
Clean body.
Clean speech.
Clean thought.
Cheerfulness.
Courage.
Decisiveness.
Determination.
Economy.
Energy.
Enthusiasm.
Firmness.
Faith.
Gracefulness.
Honesty.
Hopefulness.
Industry.
No talking about others.
No talking too much.
Optimism.
Perseverance.
Physical exercise.
Pleasant voice.
Punctuality.
Patience.
Politeness.
Reverence (Divine).
Respect superiors.
Respect fellow-men.
Readiness to compromise.
Recreation—"manful not sinful."
Self-esteem.

—

Love and Life

It is interesting sometimes to study words. There is so much more meaning packed into them than one supposes at first sight. To me a word is like a seed, just a little wisp of a thing to be blown about by a breath, and yet, so full of vast inner powers that, given the right rootage and the right place in the sun, it soon overcomes all and turns a wilderness into a bower of beauty. Words are like that. Let us take, for instance, two words that are opposites, and for a moment study each in its effect upon the life of man, here and hereafter. First, we have "love." Just a word of four letters, easily spoken, and yet a seed of mightiness beyond anything the mind of man can conceive.

Because of love, joy is present on this earth; because of love, children's laughter sounds in ten million homes across our land; because of love, great buildings rise to majestic heights; because of love, all that is good and just and virtuous springs into being on the earth. Love leads us up into sunshine and joy and peace and plenty for both our bodies and our spirits. The other word is "hate." It, also, has four letters, yet what an opposite story it tells to the inquiring mind!

Because of hate, sorrow is present on this earth; because of hate, there is weeping in the homes of countless thousands at this hour; because of hate, mighty cannons roar a murky challenge on which death rides a fiery race; because of hate, that which is evil and unjust and vicious springs into being on the earth. Hate leads us down into darkness and misery and war and want for both our bodies and our spirits.

I now give you six noble lines that sum up gloriously all I have said. He is rich, indeed, whose memory garners and stores away the sweetness of the poet's words.

LOVE AND LIFE

By Henry Timrod.

Ah, me! Why may not love and life be one?
Why walk we thus alone, when by our side,
Love, like a visible god, might be our guide?
How would the marts grow noble! and the street,
Worn like a dungeon-floor by weary feet,
Seem then a golden court-way of the sun.

—

Cliff Dwellings

This summer in far-off Arizona I spent a day among the ruins of the Cliff dwellings.

Imagine yourself standing on the stone rim of a great cut in the earth. At your feet a tiny path snakes down from ledge to ledge to a platform of rock that follows the twisting course of the great cut. Very carefully, for fear of slipping, you let yourself down, hand over hand, until you stand on this rocky platform. You turn about and find yourself facing a huge hole in the bare rock of the cliff, which water, years and years ago, gouged out as it roared past on its way to the sea.

The top of the hole is rounded like a dome, while along the lower edge a broken wall follows the curve of the cliff.

Before this broken wall a thousand years ago Indian children laughed and sang in the sunshine. They tossed pebbles into the deeps below; they scrambled up the rocky steps to run about in the cornfields above. Then a terrible day dawned. A scout rushed recklessly down the dangerous steps. "The Apache! The Apache!" he cried. At the warning, mothers snatched up their children, and rushed into the stone rooms behind the thick walls; Indian braves seized their weapons, and made ready to defend the narrow trail by which the enemy must come. For days and nights the battle raged. When it ended the clay-brick walls were battered down, and the last cliff dweller thrown into the deeps below. As the last Apache climbed slowly the craggy steps of stone, and disappeared over the edge, silence sifted down over the canyon, never again to be broken by the laughter of children at their play.

In one of the broken rooms I found the prints of a child's five fingers on the wall.

"Had I come from Mars," I thought, "that five-fingered sign would have told me a story of marvelous interest. It would have told me that life had

gone that way, wonderful, mysterious life, lifting up hands, and opening eyes, on a burned-out cinder pile whirling in an infinite sea of space."

Judgment of the One Word—I

Asad stood once more in the market-place. He smiled as Ben Ali approached him. "Well, my little friend," he said, "what is your request now?"

"Of your stories, master, there is never any end," said Ben Ali.

"Would that were so," answered the sage, "but there is an end to all things. Tomorrow I go far away; today, however, is still with us, so come, let us sit in the blue shadow of the wall yonder, and I shall tell you one last tale."

"Ben Ali," continued Asad, when all were seated. "It is sometimes hard to say the right word of someone. Once when Jemshad was wandering in Arabia he came at dawn to a well built of cobble stones on the edge of a village. A man sat on the stone rim, head on hands, thinking. As he thought he groaned. 'Friend,' said Jemshad, 'why do you think so hard that you groan?'

"'Why?' asked the man, as he raised his head. 'Why? Because I have been given the most difficult task in the world. I have been given the task of summing up in one word the character of a man who is neither very bad nor very good.'

"'What person would be so foolish as to lay a task like that on you?' asked Jemshad.

"'Sh!' whispered the man. 'Speak gently. Even rocks have ears. The prince, my friend—the all-just and all-wise prince.' 'You see,' the man went on, 'Ashab, the Syrian, has owed me one hundred bushels of wheat for over two years. He is rich, and I am poor. He needs nothing. I need everything. Yesterday when I asked him for the wheat, he struck me and knocked me down and put his foot on my neck. I was so enraged that when I rose I rushed off to the prince, and bursting into his presence, complained so loudly and so long of this Ashab's dishonesty and cruelty that the prince was angered. When I stopped at last for breath, he said: 'Out of the multitude of your words and the abundance of your anger, I get nothing but that which irritates me. Begone, therefore, and learn to hold your tongue under your judgment, but lest you deem me unjust, return this hour tomorrow, and tell me in one word the character of this man you accuse. If you do him an injustice, beware! If you do him justice you shall receive justice. So here I sit, my friend, sorely disturbed in spirit, for how is it possible to do justice to this Ashab in one word?'

"'Yours is indeed a hard case,' said Jemshad. 'Come, move over! Let me sit beside you! Now answer me this. Is this Ashab a robber?'

"'No, no!' answered the man. 'In many ways he is just and honorable.'

"'Is he vicious?'

"'By no means! His assault on me was a great surprise, for he has the reputation of being a mild-mannered man.'

"Is he, then, unreasonable?' asked Jemshad.

"'He is called on to settle disputes,' answered the other.

"'Let me think, then,' said Jemshad, whereupon both he and the man beside him buried their heads in their hands, and straightway fell groaning under the labor of their thoughts. So hard did they labor that they were startled to hear a voice above them asking questions. It was Jemshad, now, who answered what was asked.

"'It is a strange, difficult case,' said the newcomer. 'It baffles even me, who is a lawyer. Move over, my friend, and let me sit beside you. Perhaps I may hit on the lucky word.'

"In a moment the lawyer, also, was groaning under the labor of his thoughts, adding his high, shrill groans to the groanings of the other two.

(To Be Continued.)

Judgment of the One Word—II

"Now it happened that a camel driver went that way, and paused and stared at the unusual sight and sounds. 'Friends,' he cried, 'what terrible calamity has befallen you?' But when he was told all, he, too, sat down beside the other three, and began to groan, whereupon his camels groaned in sympathy with him, moving their heads up and down, scattering in this way the silver tinkle of bells in and out, in and out, among the groans.

"As last Jemshad lifted his head. 'I have it,' he cried. 'He is ungrateful.'

"'Would that he were,' answered the man beside him, 'but everyone knows that Ashab's hand is always open to his friends.'

"'That is strange,' said Jemshad. 'Were you not his friend?'

"'I was,' said the other.

"'Then he is ungrateful to you.'

"'To me, yes,' said the other. 'If I could think of one word that would say he was ungrateful to me, alone, I should win my case.'"

Asad paused. "Ben Ali," he said, "that is the story as it came to me. What make you of it?"

"This," said Ben Ali. "Life is not a matter of just you and me—it is more—far more—so much more that no word can measure it, and yet the prince must have known all this when he set the task. While you are gone, good master, I shall think this thing through, and perhaps give you the one word on your return."

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HIGHER EDUCATION IN AMERICA. Edited by Raymond A. Kent. With introduction by Lotus D. Coffman, University of Minnestota. Cloth. 789 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is the assemblage of the most complete body of information about Junior College, College of Liberal Arts, School of Agriculture, School of Commerce, School of Dentistry, School of Education (35 pages), School of Engineering, Music, Art and Architecture, School of Law, School of Medicine, Graduate School and University Extension.

There are 480 pages devoted to Selection of Students, College Curriculum, Student Records and Accounting, Personnel Department, Educational Research, Student Health, Physical Education and Athletics, Board of Control, Budget, and the Alumni.

The vast amount of information is well classified and scientifically presented.

SUPERVISING EXTRA-CURRICULAR ACTIVITIES IN THE AMERICAN SECONDARY SCHOOL. By Paul W. Terry, University of Alabama. Cloth. 415 pages. 370 Seventh Avenue, New York City: McGraw-Hill Book Company, Inc.

"Extra-Curricular Activities" was a happy choice of the promoters of this phase of school extension. There is universal appreciation of the need of "supervising" extra-curricular activities. In the very nature of these activities without supervision teachers will scatter their energy.

I remember hearing Sam Jones say in one of his never-to-be-forgotten addresses that many clergymen were like the hunter who had the shaking palsy, who claimed that the shot scattered so that it was liable to hit something. He was relieved of the necessity of aiming at anything.

Anything not in the curriculum is extra-curricular. Professor Terry, in these more than 400 pages has classified vital extra-curricula, with a definite aim in each classification. There are twenty-three distinct lines of achievement, and his treatment is one that enhances the value of function of school activity, intensifying rather than diverting the purpose of the school.

The purpose is eminently important, and the author has marketed his purpose nobly.

It is characteristic of higher education in the modern South that, to an unusual extent, they harvest and market in community life whatever they claim to teach.

FOUR BOSTON GRANDPARENTS, JONES AND HILL, PREBLE AND EVELETH, AND THEIR ANCESTRY. By William Preble Jones. Somerville, Mass.: Somerville Journal, Publishers.

This year, when Boston is thinking backward, this revelation of men who had a vital part in making Boston in their business affairs is interesting. Mr. Jones, who has been a journalist, has always had a keen discriminating sense in following trails of influence, and "Four Boston Grandparents" is interesting to all lovers of Boston, as well as to their grandson, an interesting Bostonian.

OUR PLANT FRIENDS AND FOES. By William Atherton Dupuy. Introduction by William A. Taylor. Cloth. 277 pages. Illustrated. Chicago, Philadelphia, Toronto, Atlanta, San Francisco, Dallas: The John C. Winston Company.

This book is as beautiful as it is informing, which makes its information fascinating. It is scientifically valuable, the literary flavor is classic, the artistic effect is ennobling. If we knew how to say praise of this latest introduction of children to the "The Living World" about, then we would say it, for it is a charming way to have children know about vegetable life about them, and in countries in which they will have greater interest because of this instruction.

AMERICAN. The Life Story of a Great Indian. By Frank B. Linderman. Cloth. 336 pages. Illustrated by Herbert M. Stoops. Yonkers-on-Hudson, New York: World Book Company.

The World Book Company has easily taken the lead in adapting their stories of pioneers and Indians to the spirit of the twentieth century. Their authors have developed the art of making the native Americans as American as are imported Americans.

Mr. Linderman is most happy in his interpretation of the traditions of the American Indians, and in the portrayal of the way in which the wisest of them adapted their tradition of the interpretation of the benefit the white man's bulls and cows could be to the Indians, who had benefited little from the reign of the buffalo on the plains.

In a skillful, even artistic way Mr. Linderman makes the white man's cows typify the new American Indian, while the buffalo suggested the native Indian. It is as important a book as it is an interesting one of the old life on the plains, and of the new life of the civilized, educated Indian. It is the kind of a book that all children need to read.

HERO STORIES FOR CHILDREN. By Earl A. Collins and Lyda Hale, both of State Teachers College, Warrensburg, Mo. Illustrated by Carle Michel Boog. Cloth. 264 pages. New York: The Macmillan Company.

These Stories of Heroes of the Hebrews, Heroes in European History, Heroes of the Exploration of America, and Heroes of the Colonization of America, in all stories of fifteen heroes written for boys who are between boyhood and youth, the fourth and fifth grades, than for any other school years.

The Warrensburg State Teachers College, where these authors function, is one of the most alert professional institutions in the country. Its president and professors live and think for service to children, keenly and wisely. "Hero Stories for Children" is one of the fruits of the spirit of Dr. E. L. Hendricks.

EDUCATIONAL MEASUREMENTS IN HIGH SCHOOL. By C. W. Odell, University of Illinois. Cloth. 645 pages. New York: The Century Company.

This is the most elaborate, comprehensive and modernized treatment of tests and measurements of all high school branches that has been published.

HITCH-HIKERS, PATROLING THE TRAFFIC ROUTES TO THE MOUTH AND NOSE. By W. W. Peters, M. D., and Grace T. Hallock. Drawings by George Canahan. Published by Cleanliness Institute, 45 East 17th Street, New York City.

Books Received

"Our Plant Friends and Foes." By W. A. Dupuy. Philadelphia, Penn.: The John C. Winston Company.

"Civic Attitudes in American School Textbooks." By Bessie L. Pierce. Chicago, Illinois: The University of Chicago Press.

"Industrial Village Churches." By Edmund Brunner. New York City: Institute of Social and Religious Research.

EDUCATION IN ACTION

Safety Instruction Does Bear Fruit

Safety Congress Learns That New York City Has Lowered School Children Fatalities Through Intensive Education

Education of school children as to the perils of traffic and the need of caution in crossing streets has decreased their death toll in traffic accidents, the educational section of the National Safety Congress learned at its meeting in Pittsburgh.

Albert W. Whitney, of the national bureau of Casualty and Surety Underwriters, told the section that amazing results had been attained in preserving the lives of school children.

"In the last two years in New York the death rate for adults in traffic accidents has increased thirty-five per cent., and for children under school age fifteen per cent.," he said, "but for children of school age a decrease of twenty-four per cent. has been achieved."

He ascribed the decrease to the program of training against traffic accidents instituted in the schools and movies, but he said that street patrols by the school children had done the most good.

In Philadelphia, where the legality of school children street patrols was questioned, he said, the death rate went up fifteen per cent.

Dr. Harry C. McKeown, of the University of Pittsburgh, and Dr. Herbert J. Stack, superintendent of child safety for the New York City school system, also were speakers.

Dr. Stack said school children have been trained as to safe conduct on the streets and at crossings, so that they frequently display more intelligence in avoiding traffic accidents than their parents.

Innovations in the congress were a psychology class and a traffic school session.

Wife of School Doctor Is Barred From Board

Employment of a husband by a school board legally bars his wife from serving as a member of the board, the New Jersey Board of Education ruled in a decision recently handed down. The action of the board affirmed an opinion by the State education commissioner, Charles H. Elliott, in passing upon the question which was raised by Mrs. Julia B. Davies, whose husband, Dr. Lemuel E. Davies, is school medical inspector of Matawan Township, Monmouth County. "It is evident in the legislative plan for the administration of public education that citizens should accept the important position of board membership because of a desire to render public service rather than for the reason of financial remuneration," said Dr. Elliott. "To further assure unselfish service there was added the prohibition of direct or indirect interest in contracts or claims against the Board. Without this prohibition a woman could aid in securing transportation contracts for her husband, teaching or janitorial positions for her dependent children, and personal contracts for service and supplies. Not only might such salaries or remuneration under such contracts be increased because of her membership on the Board, but her presence at the meeting with her interest in the contract might act to deter other members from expressing their views upon any inferior services or supplies furnished under contracts in which she was directly interested.

Illiteracy Lessens In Southern States

The National Advisory Committee on Illiteracy is encouraged by the results of the pre-census campaign, in which nearly 250,000 adults in four Southern states were taught to read and write. It terms the reduction a "tremendous achievement." The four states which led in the campaign were Georgia, Alabama, South Carolina and Louisiana, according to reports received by the committee. Georgia enrolled and taught 40,848 adults, Alabama taught 41,726, South Carolina taught 49,345, and Louisiana taught 108,351. In addition, thousands were reached in Virginia, West Virginia, Tennessee, Arkansas and other Southern states during the campaign. The report, it is said, "has given the committee encouragement for its campaign following the census, when every illiterate in the United States will be searched out and given a chance to learn. The four states in the lead, it is pointed out, were the ones which had been given outside financial aid in their campaigns. They were supplied $1 by the Julius Rosenwald Fund for every $2 raised locally.

Bryan University Formally Opened

Dedicated to the memory of The Commoner, William Jennings Bryan University, Dayton, Tenn., was formally opened in September, near the scene of the anti-evolution trial, where Mr. Bryan made his last fight for fundamentalism. Dr. George E. Gulle, long a Bible teacher and chosen for the presidency of the institution because of his fundamentalism, pledged the school to the "true dedication that includes that of the heart in the things of God." Mr. Bryan died at Dayton, July 16, 1925, two days after the Scopes trial ended, but his idea grew into the co-educational institution now opened. Only freshman classes started, the plan being to add courses gradually until the university is a four-year institution. Until the $400,000 administration building is completed, classes will be held in the Rhea County High School building. Nearly $1,000,000 has been subscribed for the university, which has acquired an eighty-one-acre site.

California Awaits New Revenue Laws

The California State Board of Education at a recent meeting approved the recommendation of the superintendent of public instruction, Vierling Kersey, that no new sources of school revenue should be sought pending action on the part of the legislature in devising a new tax system for California. The board recommended that no further burden be placed on real property, and that some method be worked out to relieve the present burden. While an income tax might be unpopular it is still the soundest economically, Superintendent Kersey declared. Luxury and tobacco taxes are a burden on the poor man, he asserted, and who is to say what are luxuries and what are necessities.

Reject School But Favor Golf

Town meeting members of Brookline (Mass.) recently refused to purchase by eminent domain a piece of property as a site for a new Lincoln School to replace the old school building, admittedly unhealthy and a firetrap, but appropriated $164,500 for a municipal golf course, $72,000 for an

locker building, and a lesser amount for a bridle path. The special town meeting was crowded with citizens as a result of the Lincoln School article inserted in the warrant through petition of parents of the 600 Lincoln School pupils. The debate was intense. This action was the second blast this year to the hopes of the parents, and leaves poor prospects for a new school building for their children. At the town meeting last March the town meeting members, despite favorable recommendations by the school committee and the town's advisory committee of thirty, refused to purchase the site, which was then for sale. Back of the opposition was the objection of residents of the neighborhood to have a school in their midst. Since that time the land has changed hands, and is not now for sale.

B. U. Starts Campaign Against Poor English

A campaign against "atrocious English" has been launched in Boston University's college of practical arts and letters. A new system of English tests, which must be successfully passed before any student can graduate from the college, was tried out on all members of the junior and senior classes. The new system calls for special English tests, and also the publishing of worthwhile writings. Provision has been made so that girls who do not pass the first test will be able to do special studying, and so take the examination once a month until it is satisfactorily passed. The passing of the tests was instituted last spring as a requirement for graduation.

Social Poise Taught in School

A new course of instruction to instill "social poise" in students of Temple University, Philadelphia, is being inaugurated, according to Miss Gertrude D. Peabody, dean of women. Declaring that the poise, which will enable both men and women students to feel "socially at ease," is as important as any other branch of learning, Miss Peabody said she would arrange activities which would assist students in gaining ease of manner.

Abyssinia Names Educational Head

The Abyssinian Government has appointed as its educational adviser Professor F. E. Work, of Muskingum College, New Concord, Ohio, according to information from the State Department. Abyssinia has also appointed as its financial adviser Everett A. Coulson, former financial adviser to the Government of Haiti, it was previously announced by the department.

Try Machine Lie Detector On Student Cheaters

Plans have been made to use a "lie detector" machine to make it unpleasant for University of Chicago students who cheat in examinations. Dr. J. A. Larsen, research psychiatrist, said that he would use cheating students in his experiments with the machine. The purpose is to test the accuracy of the machine and demonstrate its value in a court of law.

Engineers Drop Schools From List

The board of directors of the American Society of Civil Engineers, in session in St. Louis recently, voted to drop from the list of accredited engineering schools the engineering units at the University of Mississippi and the Mississippi Agricultural and Mechanical College. The action was taken, a statement said, "in view of the summary dismissal of so large a number of the faculties of the two schools as to prevent suitable instruction in engineering." The statement added the student chapters of the society at the two schools would be discontinued "until such time as proper educational conditions shall be reorganized."

Over-Age School Pupils

The largest per cent. of over-age pupils in the city schools is in the sixth grade, reaching 20.1 per cent.; while in the consolidated schools the largest per cent. is in the seventh grade, exactly the same per cent. as that reached by the city schools in the sixth grade, says the Office of Education. There is a larger per cent. of over-age pupils in all grades of the consolidated schools, except the fifth and sixth grades, than there is in the city schools; the total for all grades is approximately two per cent. larger in the consolidated schools than in the city schools.

City Girls Healthiest At Barnard College

Girls from New York City and the metropolitan area are more healthy than their sisters who come from the villages, towns, and rural districts of other parts of the country, physical examinations of freshmen entering Barnard College this year indicated, according to a statement by Dr. Guglielma Alsop, who directed the examinations. "Everyone has such a lovely coat of tan," said Dr. Alsop. "If tan can prevent colds we ought to have a very good year. The class of '34 is a remarkably vigorous group."

Chinese Beggars Learn Trades in Free School

Unemployed Benevolent Institution, a school in Shanghai, China, intended to give Chinese beggars an education that will fit them for the trades, has turned out its first graduates. Thirty-six mendicants out of the 500 enrolled were pronounced capable of earning their living, and approximately 100 of those who failed in their examinations have decided to remain in school another year. The institution was founded a year ago by Chinese capitalists. It operates both day and night classes, furnishing books and tuition free.

Would Reduce Student Failures

From twenty to twenty-five per cent. of the freshmen who have entered hopefully on their college careers will drop out during their first year, if the usual experience of many institutions is repeated. A plan to cut down this rate has been adopted this fall by the Boston University College of Business Administration, where weekly tests given to all first-year students will aim to diagnose their scholastic difficulties and point to the proper remedies.

Portugal Closes College To Reduce Civil Lists

Portugal is trying to put a curb on the ever-increasing army of bureaucrats. No students will be matriculated for the Faculty of Letters after next January. Students whose names are down for the full four-year course may continue their studies until graduation. When they depart this famous college, from which were graduated some of the best brains of the nation, will become a memory. The army of students who apply for jobs with the

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civil service is so large that the government is considering further restrictive measures with the Universities of Coimbra and Lisbon.

"Cold" School Inspired His Gift of New One

Owen D. Young, who recently presented a modern school building and teachers' home to his native village of Van Hornesville, N. Y., told 200 members of the School Masters' Association of the Mohawk Valley that the gift was inspired by the memory of the cold, drafty school he attended as a boy. He said that when he went to Boston as a law student he encountered living conditions much better than those prevailing in his home town, and he determined then that if he was ever able, he would give a modern school to Van Hornesville. The new building, he said, was built with the intention of being as serviceable and attractive fifty years hence as it is today.

Issues Warning To School Congress

A warning that parent-teacher associations are in danger of becoming mere social organizations unless their members adhere closely to the programs of the New York State organization, was issued by Mrs. Joseph L. Humphrey, of Spencerport, to the New York State Congress of Parents and Teachers. "The tendency to degenerate into mere social clubs is quite as marked in rural districts as in city areas," she said. "We parent-teacher people are all facing the same problem, the most serious one of which is how to get our associations to take this work to heart."

High School Outgrown in 4 Years

A $1,000,000 senior high school, which the city of New Rochelle, N. Y., built in 1926 to accommodate its high school student body for a decade, is already outgrown, a report submitted by Clifford S. Bragdon, assistant superintendent of schools, to the Board of Education, shows. There are 1,445 students in the building, more than 300 in excess of the 1,100 for which plans were originally made. As a result of his report plans for a six-room addition are being made. This will provide room for the present overflow, and give the board an opportunity to plan adequate accommodations to care for the further growth of the school.

Wisconsin to Try New Academic Plan

The University of Wisconsin, for several years the bell-wether of academic reform, with its experimental college headed by Professor Alexander Meiklejohn, has started pioneering in new educational pastures. For the first time one of the largest universities in America puts into effect changes explicitly designed to bar out the academic loafer, and to make education a matter of the spirit and not the letter, by ceasing to place sole reliance on grades and credits as a measure of intellectual attainment. Passing marks alone will no longer serve the student as an academic life preserver. The new curriculum will give new students two years to demonstrate that they can profit from the university's opportunities. If their experience during that time has really been nothing more than an intellectual siesta they will not be allowed to go on, despite passing grades. But every encouragement will be given students of superior ability and interest.

Pupils Let Out To Pick Tomatoes

Unable to obtain sufficient help to pick the bumper crop of tomatoes on his farm, Samuel Webb, Johnson County (Ind.) farmer, applied to Alva Neal high school authorities in Franklin, Ind., for volunteers. Many pupils, including several members of the basketball team last year, were excused from classes for an afternoon, and went to the farm for the week-end to assist in gathering the crop.

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GRINS BETWEEN GRINDS

A Juggler

Tunnes (in restaurant) — "Schal, how can you eat with a knife?"

Schal—"It is not so easy as it looks. Look round at the other guests. Not one of them can do it."

Both Painted

Flapper — "He said that when he looked at me he was reminded of Raphael's angel."

Young Guy—"Yes; Raphael's angel was painted too."—Royal Arcanum Bulletin.

Beginning At Once

Guest—"Does your husband object to cats?"

Hostess—"I should say he does. He says I feed all the cats in the neighborhood. Won't you stay and have tea?"—Stray Stories.

Long Rain

The Sunday school lesson was from II Kings xxii, and read: "Josiah was eight years old when he began to reign, and he reigned thirty and one years in Jerusalem."

On describing the lesson to his mother, John, aged four, said:—

"The lesson was about a good rain, and there was a little boy named Josiah, and it began to rain when he was eight, and when he was thirty-one it was still drizzlin'."—Vancouver Province.

A Dilemma

Little Tommy entered his father's study, his face rapt in thought.

"Daddy," he said, "will you please give me some money?"

"And what, my son, do you want money for?" asked his father, guardedly.

"Well, daddy, I been thinking," went on the boy, "supposing a robber was to hold me up and say, 'Your money or your life,' and I didn't have any?"—London Answers.

Music for the Occasion

Mother (to Bobby)—"Surely you did something else but eat at the school treat?"

Bobby—"Yes, mummie, after tea we sang a hymn called, 'We can sing, full tho we be.'"

Mother surmised that the hymn selected had been "Weak and Sinful Tho We Be."

Extra Compensation

Betty Lou's father gave her a nickel every week for learning her Sunday School lesson. One Sunday morning, when he offered her the customary five-cent piece, she refused it.

"What's the matter?" he asked in surprise.

"Well," replied Betty Lou, "there's a lot of hard words in the lesson this week, so I'll have to charge you ten cents."—Indianapolis News.

Intelligent Hobo

"No, certainly not," said a woman to a tramp who had knocked at the door and begged for food. "Go away at once, or I'll call my husband."

"'E ain't at 'ome," said the tramp.

"How do you know that?" asked the woman.

"'Cos a man what marries a woman like you is only at 'ome at meal times."—Tit-Bits.

Same Old Style

He was a stout man, and his feet were big in proportion. He wore stout boots, too, with broad toes. When he went into the boot shop to buy another pair he found he had some difficulty in getting what he wanted.

A dozen pairs were shown him.

"No, no! Square toes—must have square toes," he insisted.

"But, sir, everybody is wearing shoes with pointed toes. They are fashionable this season."

"I'm sorry," said the stout man, as he prepared to leave the shop. "I'm very sorry to have troubled you, I'm sure. But, you see, I'm still wearing my last season's feet!"

Meetings To Be Held

NOVEMBER

6-8: Association of Urban Universities, C. S. Marsh, University of Buffalo, Buffalo, New York: Philadelphia, Pennsylvania.

6-8: Kansas State Teachers' Association, F. L. Pinet, 315 West Tenth Street, Topeka, Kansas: Kansas City, Topeka, Hays, Hutchinson, Emporia, Parsons, Kansas.

6-7: New England Association of School Superintendents, S. Howard Chace, Beverly, Massachusetts: Boston, Mass.

6: Wisconsin Association of Mathematics Teachers, M. K. Johnson, 232 Broadway, Eau Claire, Wisconsin: Milwaukee, Wisconsin.

6-8: Wisconsin Teachers' Association, B. E. McCormick, Madison, Wisconsin: Milwaukee, Wisconsin.

8-11: New Jersey State Teachers' Association, C. B. Dyke, Short Hills: Atlantic City, New Jersey.

11-15: Missouri State Teachers' Association, E. E. Carter, Columbia, Missouri: Kansas City, Missouri.

13-15: Arkansas Education Association, H. L. Lambert, Little Rock, Arkansas: Little Rock, Arkansas.

13: National Committee for Mental Hygiene, C. W. Beers, 370 Seventh Avenue, New York City: New York City, New York.

13-15: West Virginia State Education Association, J. H. Hickman, Charleston, West Virginia: Clarksburg, West Virginia.

15-16: Delaware State Teachers' Association, R. Shilling, Milford, Delaware: Newark, Delaware.

19-20: Illinois City Superintendents' Association, C. Bruner, Kewanee, Illinois: Urbana, Illinois.

20-22: Illinois High School Conference, Arthur W. Clevenger, 109 Administration Building, Eastern University of Illinois, Urbana, Illinois: Urbana, Illinois.

23-26: South Dakota Education Association, N. E. Steele, Room 2, Perry Block, Sioux Falls, South Dakota: Sioux Falls, South Dakota.

24-25: New York State Teachers' Association, D. A. Searing, 617 North Goodman, Rochester, New York: Syracuse, New York.

25-26: Association of Public School Trustees of Virginia, F. Diehl, Farmville, Virginia. Richmond, Virginia.

27-29: Association of Teachers of Mathematics in Middle States and Maryland, Norma Sleight, Shippen School, Lancaster, Pennsylvania.

27-29: National Council of Teachers of English, W. W. Hatfield, 6705 Yale Avenue, Chicago, Illinois.

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27-29: Texas State Teachers' Association, R. T. Ellis, 708 N. P. Anderson Building, Fort Worth, Texas.

28-30: Association of Colleges and Secondary Schools of the Middle States and Maryland, G. W. McClelland, University of Philadelphia, Philadelphia, Pennsylvania.

28-29: Central Association of Science and Mathematics Teachers, W. F. Roecker, 1439 Fourteenth Street, Milwaukee, Wisconsin: Milwaukee, Wisconsin.

28-29: Interfraternity Conference, A. E. Duerr, 149 Broadway, New York City: New York City, N. Y.

28-29: California Kindergarten Primary Association, Florence Winter, City Hall, San Francisco, California.

28-30: Southern Commercial Teachers' Association, Margaret B. Miller, Wheeler Business College, Birmingham, Alabama: Birmingham, Alabama.

28-29: Idaho Department of Superintendence, T. H. Hardy, Ashton, Idaho: Boise, Idaho.

28-30: Idaho Education Association, John I .Hillman, 331 Sonna Building, Boise, Idaho: Boise, Idaho.

28: Texas State Teachers' Association (Colored) John W. Rice, Odd Fellows' Building, Houston, Texas: San Antonio, Texas.

28: Virginia English Teachers' Association, E. Wiggins, 8 Vista Avenue, Lynchburg, Virginia: Richmond, Virginia.

29: Association of Modern Language Teachers of the Middle States and Maryland, M. I. Protzman, George Washington University, Washington, D. C., Atlantic City, New Jersey.

29: College Conference on English in the Central Atlantic States, K. J. Holtzknecht, Washington Square College, New York City; Atlantic City, New Jersey.

DECEMBER

1-5: Association of Colleges and Secondary Schools of the Southern States, G. E. Snavely, Birmingham-Southern College, Birmingham, Alabama: Atlanta, Georgia.

1-3: Southern Commission on Higher Institutions, T. H. Jack, Emory University, Georgia: Atlanta, Georgia.

4-6. New York State Association of District Superintendents, L. J. Howlett, Morrisville, New York.

6: Association of Teachers of Mathematics in New England, H. D. Gaylord, 20 Garden Street, Cambridge, Massachusetts: Boston, Massachusetts.

10-13: American Vocational Association, Z. M. Smith, State House, Indianapolis, Indiana: Milwaukee, Wisconsin.

20-30: American Student Health Association, D. F. Smiley, Cornell University, Ithaca, New York: New York City, N. Y.

26-27: American Association of Teachers of Spanish, at Boston, Mass. (William M. Barlow, Curtis High School, New York City, Secretary.)

29-30-31: Modern Language Association of America, at Washington, D. C. (Carlton Brown, New York University, New York City, secretary).

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